

The College of the Humanities: Religion Program  
*Asian Religions and Healing (RELI 3840A)*<sup>1</sup>

Instructor: Christopher Jensen

Office: 2A54 Paterson Hall

Office Hours: M 13:00-14:00 (or by appointment)

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Class Schedule: Wednesday 8:35 - 11:25

Classroom: Mackenzie 3328

### Course Description

Traditional Chinese Medicine (TCM) is a multi-billion dollar global industry, whose pharmacopeia and treatment regimens (such as acupuncture, moxibustion, cupping, *qigong*, dietetics and massage) are becoming increasingly commonplace worldwide. That said, and in spite of some practitioners' tendency to describe these healing modalities as an unchanged cultural patrimony traceable back to antiquity, the form of TCM practiced today is a modern cultural product, consciously developed in the late 19<sup>th</sup> and early 20<sup>th</sup> century in conversation with, and as an alternative to, Western medicine. This process of development involved codifying and standardizing certain aspects of traditional medical belief and practice, and transforming (or even eliding) others. In this course, we will explore the complex history of health and healing in China, with a focus on the role of religious concepts (the *Dao*, *qi*, the correlative cosmology, bodily deities), religious practices (meditation, exorcism), and religious professionals as healers (e.g., Buddhist monks, Daoist priests, spirit mediums, “masters of techniques”). In so doing, we will explore the “religio-medical marketplace”<sup>3</sup> that Chinese citizens relied upon for their health and well-being from the Shang Dynasty (~1500 BCE-1050 BCE) to the Qing (1644-1912 CE), and thus explore some aspects of traditional Chinese medicine that tend to be downplayed in contemporary TCM literature.

In this student-directed course, you will be encouraged to bring your own intellectual curiosity and particular research interests to bear in our investigation of Chinese healing traditions. Throughout the course, you will propose, respond to, and refine your own personal inquiry questions, which will not only guide your engagement with course readings, but will also be used in the process of collaborative syllabus development. Some potential topics could include: religious perspectives on embryology (and other forms of “women's medicine” [*fuke* 婦科]); translating medical concepts; sorcery (such as *gu* poison) as a disease etiology; spirit mediums as healers; dietetics and materia medica.

### Learning Objectives

#### *Academic*

By the end of this course, students should be able to:

- Comprehend the main beliefs, practices, and historical developments associated with Chinese healing practices (defined broadly) and their intersections with traditional Chinese religions;
- Define key terms related to Chinese healing traditions;
- Engage with relevant academic approaches to these topics;

<sup>1</sup> My thoughts on this topic, as well as some of the assigned readings, were informed by James Benn's 2012 graduate seminar “Topics in Chinese Religions: Health, Healing, and Medicine in Chinese Religions.”

<sup>2</sup> As per Carleton University policy, all communication between students and professors should be conducted via our Carleton email accounts.

<sup>3</sup> This useful term was coined by C. Pierce Salguero in *Translating Buddhist Medicine in Medieval China*, (Philadelphia: University of Pennsylvania Press, 2014).

- Apply this knowledge in class and in course assignments;
  - This, in turn, will prepare you for further research in the field and independent study, as well as to engage with discussions of Chinese medicine and healing traditions in the news, pop culture, and health policy.

### *Practical*

By the end of the course, students will have practiced and received feedback on:

- Engaging in fruitful academic discussions;
- Writing reflection papers;
- Formulating broad research questions and gradually refining them over the course of a semester;
- Proposing, planning, and writing a research paper;
- Fostering their own intellectual creativity and engagement;
- Reading primary sources (in translation).

### Textbook

All class readings will be posted on Ares. It is your responsibility to come to class prepared to discuss the assigned readings, which includes bringing them with you to class (whether in hard copy or electronically).

### Anatomy of a Class Session

Each class, I will make use of the first thirty to forty-five minutes to introduce key topics, concepts and terminology, and to answer student questions. The remainder of the class will be carried out in standard seminar format, using student-selected questions and comments from class passports (described below) to promote discussion on assigned readings. Each class meeting will also involve reading and discussing at least one primary text (in translation). These primary sources will be either displayed (via PowerPoint) or distributed as handouts in class.

### Evaluation

*Student performance in the course will be evaluated as follows:*

- Participation and Class Passport (20% cumulative)
  - Students must come to each class prepared with a short summary of that day's assigned reading(s), including two discussion questions, based on issues they found challenging, unclear, or that otherwise piqued their curiosity. These “passports” will be used to collaboratively lead class discussion. These assignments will be graded on a four-point scale, and will be used to gauge your participation in the course.
    - Note #1: you can submit these passports online via cuLearn, but you will only receive credit for that week's assignment if you were present in class.
    - Note #2: given that our class is so heavily dependant upon discussion and participation, attendance is critical. If you miss more than four class sessions (i.e., approximately one-third of the class), and/or fail to hand in more than four passports, you will automatically fail the course.<sup>4</sup>

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<sup>4</sup> This is, of course, barring extenuating circumstances. Any extended absence from class needs to be supported by

- Project Proposal (15%)
  - Students will prepare a proposal for their final project, describing its scope, methods, potential sources, and a general reflection on how it speaks to course themes and personal research interests.
  - A grading rubric and detailed instructions will be provided by Jan. 16<sup>th</sup>.
  - **Due: Jan. 30<sup>th</sup>**
  
- Annotated Bibliography (15%)
  - Students will prepare an annotated bibliography of the sources they intend to employ in the course of preparing their final project. If their chosen project is not a standard research paper, the bibliography should also include academic sources related to methods from an appropriate field (e.g., for a curatorial project, I would want to see some methodological readings from art history sources).
  - A grading rubric and detailed instructions will be provided by Feb. 13<sup>th</sup>.
  - **Due: Feb. 27<sup>th</sup>**
  
- Research Progress Presentation (10%)
  - Students will present the preliminary results of their final projects to the class, answering questions and receiving feedback.
  - A grading rubric and detailed instructions will be provided by March 20<sup>th</sup>.
  - **Due: (in class) April 3<sup>rd</sup>**
  
- Final Project (40%)
  - Students will prepare a final project that demonstrates their engagement with a specific topic related to our course materials (more details below).
  - **Due: April 27<sup>th</sup>**

### *Final Project*

The final project builds on the personal inquiry questions that students have been honing through readings, class discussion, and prior assignments. This project can take a number of forms:

- A 10 page (~ 3000 word) research essay.
- An audio/video presentation of this material, whose written script is at least 2600 words in length and which cites sources in an academically-responsible fashion.
- A web-resource (e.g., a module for a high school course introducing your topic), wherein your contributions account for a minimum of 3000 words of original content.
- Other modes of engagement with your question (e.g., social action, artistic project), supplemented with a 3000 word summary report, would also be acceptable, provided that you have prior approval.

A provisional version of your project will be presented in our final class session.

## Tentative Schedule

As mentioned above, I am adopting a student-directed approach in instructing this class. As such, we will be developing the second half of our syllabus collaboratively, based on interests that have emerged during the first half of the course.

- Week 1: Introduction and Orientation / Introduction to Chinese Healing Traditions
  - Jan 9<sup>th</sup> – Michael Stanley-Baker, “Health and Philosophy in Pre- and Early Imperial China,” in *Health: A History*, edited by Peter Adamson, (New York: Oxford UP: 2018), pp. 7-42.
- Week 2: Cosmology and the Body
  - Jan. 16<sup>th</sup>
    - Shigehisa Kuriyama, “Wind and Self,” in *The Expressiveness of the Body and the Divergences of Greek and Chinese Medicine*, (New York: Zone Books, 2002), pp. 233-270
    - (Optional) Elisabeth Hsu, “The Experience of Wind in Early and Medieval Chinese Medicine,” *Journal of the Royal Anthropological Institute* 13:1 (April 2007).
- Week 3: Daoism I – Alchemy and the Quest for Immortality
  - Jan. 23<sup>rd</sup>
    - Kohn, Livia. "Principles of Chinese Diet," in *Daoist Dietetics: Food for Immortality*, (Cambridge, MA: Three Pines Press, 2010), pp. 17-32.
    - Livia Kohn (ed.), “Physical Practices,” *The Taoist Experience: An Anthology*, (Albany, NY: SUNY Press, 1993), pp. 133-159.
- Week 4: Daoism II – Bodily Gods and Regulated Lifespans
  - Jan. 30<sup>th</sup>
    - Kristofer Schipper, “The Inner Landscape,” in *The Taoist Body*, (Berkeley and LA: State University of California Press, 1993), pp. 100-112.
    - Terry Kleeman, “The Libationer” (selections) from *Celestial Masters*, (Cambridge, MA: Harvard University Asia Center, 2016), pp. 325-326, 351-373.
    - **Paper Proposal Due**
- Week 5: Buddhism I - Introduction
  - Feb. 6<sup>th</sup>
    - “Chinese Buddhist Traditions of Healing and the Life Cycle,” in *Healing and Restoring: Medicine and Health in the World's Religious Traditions*, ed. Lawrence E. Sullivan (New York: Macmillan, 1989), pp. 33-58.
- Week 6: Buddhism II – Monks as Healers, Dharma as Medicine<sup>5</sup>
  - Feb. 13<sup>th</sup>
    - C. Pierce Salguero, “A Flock of Ghosts Bursting Forth and Scattering': Healing Narratives in a Sixth-Century Chinese Buddhist Hagiography,” *East Asian Science, Technology and Medicine* 32 (2010), pp. 89-120.
    - **In-class Syllabus Development Exercise**

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<sup>5</sup> Note: these categories are borrowed from Salguero's excellent *Translating Buddhist Medicine in Medieval China*, which we will also be discussing this week.

- **Week 7: Midterm Break (Class Cancelled)**
- Week 8 (Feb. 27<sup>th</sup>): Topic and Readings TBA
  - **Annotated Bibliography Due**
- Week 9 (Mar. 6<sup>th</sup>): Topic and Readings TBA
- Week 10 (Mar. 13<sup>th</sup>): Topic and Readings TBA
- Week 11 (Mar. 20<sup>th</sup>): Topic and Readings TBA
- Week 12 (Mar. 27<sup>th</sup>): Topic and Readings TBA
- Week 13 (Apr. 3<sup>rd</sup>): Topic and Readings TBA
  - **Preliminary Presentations (Final Projects)**

**(Collaboratively Designed) Course Policies**

Note: We will discuss these policies in our first class meeting. I will then post a revised version of the syllabus to cuLearn.

- As your instructor, I will respond to emails within \_\_\_\_\_.
- Given that our class is predicated on discussion and the free exchange of ideas, we must endeavour to create a respectful, critical classroom. We will encourage this sort of discussion by: \_\_\_\_\_.
- Likewise, the ability to participate productively in a seminar-based class depends on arriving in the classroom prepared. We expect the following (from both the instructor and our fellow students): \_\_\_\_\_.
- Our policy on using computers / smart devices in class is: \_\_\_\_\_.
- Our course's policy on late assignments is \_\_\_\_\_.



## University Regulations for All Humanities Courses

### Copies of Written Work Submitted

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Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### Academic Integrity at Carleton

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Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found [here](#).

### Academic Accommodation Policy

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#### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## Grading System at Carleton University

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Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System](#)

## Course Sharing Websites and Copyright

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Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

## Statement on Class Conduct

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The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

## Deferred Term Work

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In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and **in all cases this must occur no later than three (3.0) working days after the term work was due.**

The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. More information is available [in the calendar](#).

## Deferred Final Exams

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Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made. [More information.](#)

The application for a [deferral](#) must:

1. be made in writing or online to the Registrar's Office no later than **three working days** after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [forms and fees page](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to the [Registrar's Office](#).



## Withdrawal From Courses

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Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#):

## Financial vs. Academic Withdrawal

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**Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!**

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. [More information](#)

## Department Contact Information

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**College of the Humanities** 300 Paterson Hall (613)520-2809

[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

**Greek and Roman Studies** 300 Paterson Hall (613)520-2809

[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

Drop Box is outside of 300 P.A.

**Religion** 2A39 Paterson Hall (613)520-2100

[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

Drop box for RELI Term Papers and assignments is outside of 2A39 P.A.

**Registrar's Office** 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

## Student Resources on Campus

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[CUKnowHow Website](#)

[Academics: From registration to graduation, the tools for your success.](#)